Lesson plan

Duration: 80 min
Number of students: 17-18
Level: A2 -C1
Target learner: Bachelor degree
Class: Speaking
Theme: **Around the home**

Language objectives

1. Students will be able describe their home orally [S]
2. Students will be able to use grammar (proposition) efficiently and accurately . [G]
3. Students will be able to comprehend the listening audio based their background knowledge.

Content objectives

1. Students will be able to use learnt Vocabulary in context (*I live in a 2 store bricked home)* . [S], [V]
2. Students will be able to place things accordingly and accurately using grammar topic **[G]** *milk – in the fridge remote control -on the TV. [G],*
3. Students will be able compare their home with their peers [S], [C]

Greeting:

Homework & Revision (15 min)

The teacher uses word sheets to make revision in class. The teacher reward the students who participated actively in vocabulary revision **[V]**. In board, there are pictures are suspended. The students are asked to what theme they will have today. Volunteers share their description of home accordingly. *I live in two store building in the city……there is a yard where I can see it when I open the window from my bedroom. Next,* the teacher explains new theme with projector illustrating words with pictures *(sofa, sink, carpet, duvet, curtains).*

Pre-task: matching activity (10 min).

1. The teacher provides the students with handout. They have to do matching activity

Differentation:

Lower level students will match words with pictures

Higher level students have to write their function (*sofa—people can lie on to watch tv or to have chat, fridge- people will have it in their kitchen which prevent food to be spoiled)*

Some people like big soft **sofas**[1] with lots of **cushions**[2],
some people like **firm** (*opp* **soft**) **armchairs**.
Do you like a **wooden floor**[3] with a **rug**[4],
or a **carpet**?
Curtains,
or **blinds**?
A **duvet**,
or a **sheet**[5] and a **blanket**[6]?
One **pillow**[7], or two?

2. Placing products (10 min)

The teacher encourage students to ask where to put certain things like *where would we put milk?* Students *in the fridge* and also which preposition to use like ***in, at , on.*** Then, the teacher writes certain products on the board. The teacher will give a little explanation about grammar **topic preposition on, in, at** *(on is used when you put things on the surface of something like on the table on TV, in is used with the things inside of something like in the box, in the fridge* ***[G])***

1 milk? in the fridge……

2 food that you want to heat very quickly? ……

3 meat that you are going to cook?……

4 dirty clothes?……

5 dirty saucepans?……

6 clean cups and saucers ……

7 frozen food that you want to keep for several weeks?……

Differentiation

Lower level students just write it on their notebook**.[W]**

Higher level students give samples orally **[S]**

3. Complete sentences (10 min)

The teacher provides the students with listening **[L]**. The students will complete the missed words while listening audio

Audio 75

1 I'm happy with curtains or blinds ; I really don't mind.

2 We used to have a …… floor, but it was a bit noisy so we put down a carpet.

3 When I got my new bedroom, my mum gave me a……of curtains or blinds.

4 My mum works at home, so she spends all day in the on……. the computer.

5 As a child I had to……. a room with my sister, but now I've got my bedroom.

6 We often have guests to stay, but fortunately we've got a……. room.

7 'Dad, there's no…….. water coming out of the in the kitchen sink.'

8 Some people like a sheet and…….. , but I prefer a…… .

9 There's a family bathroom, but I've got my own……. shower room next to the bedroom

10 Our kitchen is small but we have a ……room for the washing machine.

Differentiation:

Lower level students have to find as much as newly vocabulary that they have learnt today. **[V]**

Higher level student complete whole listening **. [L]**

Post- activity

1. **Answer the questions. (15 min)**

   The teacher ask several questions regarding today's theme. Students will have to give answers the the questions If

possible, they should compare their answers with someone else**. [S}**

Questions

1 What have you got on your kitchen floor?

2 What have you got on the bathroom floor?

3 What have you got on the floor in the living room?

4 Have you got curtains or blinds in your bedroom?

5 Have you got a duvet or sheets and blankets on your bed?

Differentation:

Lower level student can write their responses on their notebook. ***[W]***

Higher level student will start talking after thinking a little. ***[S]***

2. ***Reflection& giving homework***

The teacher asks students about today's lesson whether they have related question or not and gives homework

Students have to prepare 2 minutes speech about their inside of home.

Rubric

Criteria	**Excellent (4)**	**Good (3)**	**Satisfactory (2)**	**Needs Improvement (1)**
Content	Clearly describes the home with rich detail	Describes the home with some detail; some ideas may be general	Gives limited description; only basic ideas	Gives little or unclear description; off-topic

	(rooms, furniture, layout, etc.)			
Grammar Use (Prepositions)	Accurately uses a wide range of prepositions (on, in, at, under, etc.)	Uses prepositions correctly with minor errors	Some errors in prepositions; meaning is mostly clear	Frequent mistakes in prepositions that affect understanding
Vocabulary	Uses a variety of target vocabulary (e.g., sofa, carpet, duvet, curtains, etc.)	Uses some target vocabulary appropriately	Uses few vocabulary items; limited variety	Very limited vocabulary; frequent repetition or incorrect usage
Speaking Fluency	Speaks fluently and confidently with minor hesitation	Speaks with some pauses but maintains flow	Speech is choppy; frequent pauses or reliance on notes	Very hesitant; long pauses, difficult to understand
Pronunciation & Clarity	Clear pronunciation; easy to understand	Mostly clear pronunciation; minor issues	Some pronunciation errors; meaning	Pronunciation issues interfere with understandin

			mostly clear	g